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ABSTRACT

This newsletter is designed to promote the concept of bilingual-bicultural education. The following articles are included in this issue: (1) Elementary Art in the Push-Button Era, (2) Games Pupils Play (and Teachers Too), (3) Field-Testing Favorites, (4) Sample Lesson on Mayan Culture, and (5) Using RAF Charts in Science and Reading. Included is a list of suggested U.S. distributors of educational materials in Spanish and Portuguese. (SK)

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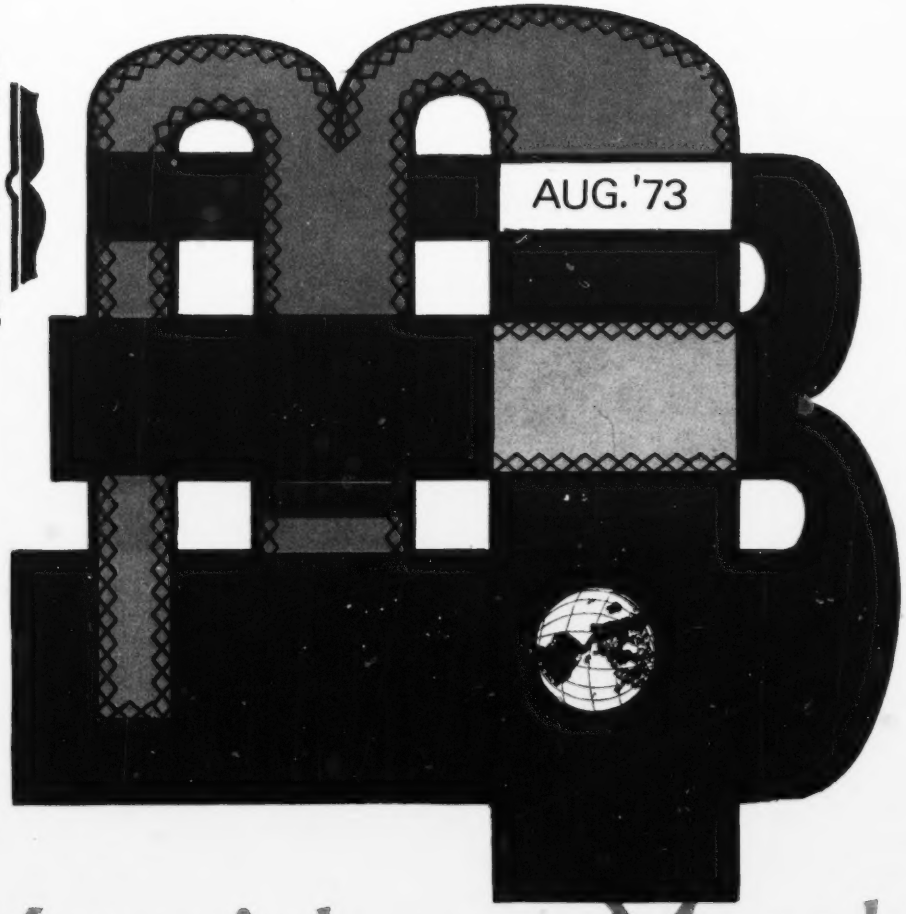

PARA EL ESFUERZO
BILINGUE-BICULTURAL

Materiales en Marcha

ESEA TITLE VII • SAN DIEGO CITY SCHOOLS

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PURPOSE: to make available to teachers of elementary and secondary bilingual-bicultural education classes in the United States information concerning instructional materials currently published in Spanish- or Portuguese-speaking countries

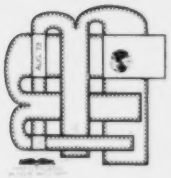
OBJECTIVE 1: to identify and acquire sample copies of educational materials in Spanish and Portuguese, such as texts and supplements, posters, recordings, slides, and tapes, from foreign countries which could be employed to implement bilingual education in this country

OBJECTIVE 2: to field test these materials in elementary and secondary bilingual-bicultural education classes throughout the U.S. and elicit evaluations from students and teachers who work with them, as well as sample lessons from these same teachers

OBJECTIVE 3: to identify comparable concepts in texts in Spanish and Portuguese and in texts in English and to compile parallel lists of texts

OBJECTIVE 4: to publish a monthly magazine on materials for bilingual education which includes reviews, sample lessons, articles on ideas and issues in bilingual education and outstanding bilingual programs, and lists of: comparable materials in the project collection to accompany reviews, suggested U.S. distributors of materials in Spanish and Portuguese, and parallel texts

OBJECTIVE 5: to provide for the revision of those outstanding materials that require little rewriting in order to make them specifically relevant to Spanish-speaking students in the U.S. and to promote the publication of K-6 textbook sets in the four basic elementary school subjects: fine arts, language arts, mathematics, and science



Materiales en Marcha

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IN THIS ISSUE

About Our Authors.....2

Readers Write.....2

Bulletin Board.....3

Cultural Hurdles for Portuguese Teenagers.....4
Mario Teixeira

¡Mira!.....7
Becky Wilder

Elementary Art in the Push-button Era.....8
Viola E. Varela

Games Pupils Play (and Teachers Too).....10
María H. García

Field-Testing Favorites.....13
Helen E. Díaz

Sample Lesson on Mayan Culture.....15
María Elena Ybarra and Carmen Gonzáles

Using RAF Charts in Science and Reading.....16
Josephine G. Concha

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BECKY WILDER is a Facilitator on San Diego Unified School District's Human Relations Team. A graduate of Arizona State University, she taught a second-grade class in Orange, California, for two years prior to moving south to San Diego. Here she has taught three years at David Crockett Elementary School and one year at James Russell Lowell Elementary School. She also produced curricular materials for two years as a Teacher-Writer for the ESL/Bilingual Project.

Readers Write

Estimado Sr. Fernández:

Mucho me complace acusar recibo del último número "Materiales en Marcha."

Despues de una revisión rápida, pero aguda, me he felicitado una vez más de pertenecer a la esforzada raza hispana, cuyos logros muestran que toda meta es alcanzable cuando junto a ella hay corazón, dignidad, talento y buenas intenciones.

"Materiales en Marcha" constituye otra meta lograda que, aunque magnífica, estoy segura de que podrá llegar a ser aún mejor.

Espero, Dios mediante, el favor de continuar recibiendo la revista en el futuro.

Reciba, como despedida, un mensaje fraterno.

Con toda consideración,

Noris Lorenzo
Directora de Programas de Educación Urbana
School District 6
Board of Education of the City of New York

VIOLA E. VARELA's article, "Two Eye-Catching Third-Grade Science Texts/Dos Textos de Ciencias para el Tercer Grado," appeared in the May-June 1972 issue of Materiales en Marcha. She continues to teach in the Las Vegas, New Mexico, Bilingual-Bicultural Program. This summer she was involved in teaching a college workshop.

MARIA H. GARCIA's article, "Rich Resources for Reading," appeared in the August 1972 issue of Materiales en Marcha. She earned a B.A. and a California Teaching Credential from California State University, San Diego, and a certificate for community-based education from Teacher Corps. Extensively experienced as a teacher aide, curriculum writer, and teacher, she is also active in such community areas as the AB 2284 Planning Committee, the Chicano Federation Education Committee, and advisory committees for the Chicano Education Complex, KGTV, La Raza Consortium, MAP, and Project CANBBE's Far West Regional Center.

MARIA ELENA YBARRA, CARMEN GONZALES, and JOSEPHINE G. CONCHA are teacher aides for Project BUENO at Lassalette School in Hacienda La Puente Unified School District, California. Their combined years of service in education are 15, and their combined years of service in bilingual education are five.

BULLETIN BOARD

The OFFICE OF BILINGUAL EDUCATION of the BOARD OF EDUCATION OF THE CITY OF NEW YORK is in the process of planning the INTERNATIONAL CONFERENCE ON BILINGUAL/BICULTURAL EDUCATION to be held at the Waldorf-Astoria in New York City on May 15-18, 1974. According to HERNAN LAFONTAINE, EXECUTIVE ADMINISTRATOR, this conference is intended to continue the efforts of the previous conferences at Austin, Texas, and San Diego, California. An advisory committee with members coming from across the nation is being organized.

The CALIFORNIA STATE BOARD OF EDUCATION has issued a CALL FOR BIDS FOR INSTRUCTIONAL MATERIALS IN THE SUBJECTS OF BILINGUAL-BICULTURAL EDUCATION AND ENGLISH AS A SECOND LANGUAGE. They have invited the submission of instructional materials, including textbooks and accompanying teacher manuals, teacher guides, or teacher editions of such textbooks; and educational materials, for adoption and use in the public elementary schools of California for a period of two years beginning July 1, 1975. They have also invited the submission of sealed bids with respect to the furnishing of such materials to the Board or to the printing and publication, distribution, use, and sale of printed materials to the Board. For information on criteria and all other conditions of submission write the California State Board of Education, 721 Capitol Mall, Sacramento, California 95814.

MAILING LIST FORM

If you would like us to add your name or that of an associate to the mailing list for Materiales en Marcha, please fill out the following form and mail it to Ann Kern at MAP:

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Cultural Hurdles For Portuguese Teenagers

By Mario Teixeira

Educators, sociologists, and psychologists from all over the United States have become increasingly aware in recent years of the grave emotional and psychological damage that is done through enforced assimilation and cultural assault with regard to the integration of children from different cultures into typical American schools with standard educational approaches. It is now apparent that for a junior high student the transition from one culture to another can indeed be a traumatic experience if caution is not taken to avoid the intentional or unintentional destruction of the student's cultural pride and life style and facilitate his adjustment and adaptation into the new culture through a structural and acceptable introduction to the social patterns, customs, and mores of the new culture.

Therefore, all professionals and nonprofessionals directly involved with the Portuguese junior high student should become more familiar with Portuguese social patterns and cultural, socioeconomic, and academic problems. The teenager's major cultural hurdle, in addition to language proficiency in English, is social adaptation. Tradition and religion govern attitudes and behavior.

In rural Portugal the boys are expected to help their fathers in the fields, before and at the completion of the school day. The girls are expected to help with the household chores. The children help because they are obligated to their parents. Meanwhile, the American counterpart frequently finds part-time and summer employment. Most American students retain some of the money they earn, whereas the Portuguese student relies mainly on his parents for financial support.

Liberality Vs. Autonomy

Another factor to be considered is the liberality of our society as opposed to the traditional autonomous life style of Portugal. As an example, the Portuguese girl leads a social life that is generally restrained. Dating alone is nonexistent, and a chaperone accompanies the couple at all infrequent social events. The social freedom extended to both the male and female Portuguese student is limited.

The immigrant student realizes that for the first time he has the opportunity to earn money and purchase those personal luxury items his American counterpart already enjoys. Such things as an automobile, fashionable clothing, and other luxuries, which were unattainable in Portugal, become realities. Unfortunately, most Portuguese parents, already burdened with other expenses, are unable to help these students economically. Therefore, the student sacrifices his long-range educational goals for these immediate needs.

In addition, the Portuguese parents tend to be domineering with their children. Many fear the permissiveness of their new society. Others must adapt instantly from a rural agrarian environment to one of an urban industrial economy. In the home the student speaks little English, listens to Portuguese programs, and reads Portuguese newspapers. When it is time for the student to participate in a total English classroom, his interests are quite different from the American student. As a result, the Portuguese student feels neglected, isolated, and discouraged to the extent that he leaves school.

Educational Conditions

Having discussed some of the socioeconomic differences, one must also consider the educational conditions in Portugal. If our purpose is to provide a gradual assimilation, prevent cultural shock, and decrease the dropout rate, it is imperative that we have an understanding of the academic domain he left behind.

The junior high student comes from a teacher-centered classroom where the teacher is in absolute control. Respect for the teacher is maintained occasionally by the threat of some parental reprisal, such as curtailment of certain liberties. Little, if anything, is done in the classroom without first seeking permission from the teacher.

The method of instruction most common on the junior high level is the lecturing method. The teacher works with a large group, and the instruction is centered around a blackboard. He organizes the class into groups. The intelligent or average student will learn. The slower student will find himself repeating the grade. The student in the high school preparatory course generally has tutorial help after school, paid for by the student's parents, because the courses are so demanding.

One Authority

All Portuguese classrooms have only one authoritative person. There are no supportive personnel such as teacher aides. This is worth mentioning, particularly when the Portuguese student is accustomed to one person who has all the authority. Now the student is asked to obey two authorities, not understanding well the role of the teacher aide.

There is no mass transportation of pupils in Portugal. Most students either walk or pay for bus services. One can better understand why both student and parent are apprehensive about transportation services. Neighborhood schools are the most common in Portugal.

The method of instruction is the lecturing method.

Most newly arrived students have a great deal of respect for the teacher. The Portuguese society places the teacher very high among professional leaders. In most communities the teacher is second to the parish priest.

Disciplinary Consequences

In addition, the student knows very well the consequences in store for him should the parent be requested to visit the school or informed about his child's misbehavior. Most parents visit the neighborhood school only when summoned by the teacher for disciplinary reasons.

In the area of testing the methods are quite different. There are no standardized tests as we know them. Some tests are administered orally and written, while others are oral or simply written exams. For example, the mathematics and language exams at the completion of the fourth grade are both oral and written, but the science and social studies exams are oral tests. The Portuguese student is not familiar with multiple-choice tests. Tests administered in Portugal are principally free response or alternative type. Therefore, when administering any multiple-choice test an orientation period explaining the mechanics of the test is most important to insure validity and practicality.

In the area of testing the methods are quite different.

One cannot ignore the preceding information. Life can become more comfortable for the Portuguese youngster if school administrators and professional personnel familiarize themselves with his cultural, socioeconomic, and academic problems. This will not only help in better understanding the Portuguese student but also give insight into specific problems facing the immigrant student. Hopefully this insight will facilitate the student's social, cultural, and academic adaptation.

¡MIRA!

By Becky Wilder

"¡Mira!" said my four-year-old as she picked up the reading readiness book from the coffee table.

"¿Te gusta ese libro?" I asked.

"Yes," she replied. "It has lots of colors."

"Oh, mira the funny gato!"

From then on we spent 10 minutes a day going through the book entitled Mira, which is the reading readiness book of the Santillana Bilingual Series Programa de Lengua Española. Mira is followed by the first book of level 1, Mira y Lee. The second book of level 1 is Lee y Trabaja, and the third is Trabaja y Aprende. Each is accompanied by a workbook. There is also a teacher guide available. It has a complete explanation of the program, and the format of the lesson plans is simple and easy-to-follow.

Challenging Exercises

I thought the exercises for visual discrimination in Mira were unusual, and more challenging than those I usually see in readiness books. The exercises consisted of varied designs which seemed to fascinate my daughter. It was a task, as each page became more challenging than the one before, possibly more challenging to me than to my daughter, because I would say, "Let's quit now," and she would say, "No, let's do this page." After we completed the dialogue inspired by the readiness book, I read the stories in the other books to her--it stands to reason that at four she could not read the stories! The animal stories were her favorites.

The books are very colorful and the figures interestingly depicted. The style of the art sort of reminded me of potato printing.

Content, Language

The content of the units is similar to other basal readers. Units in Mira y Lee deal with the family; units in Lee y Trabaja deal with school and animals; units in Trabaja y Aprende deal with friends and community helpers.

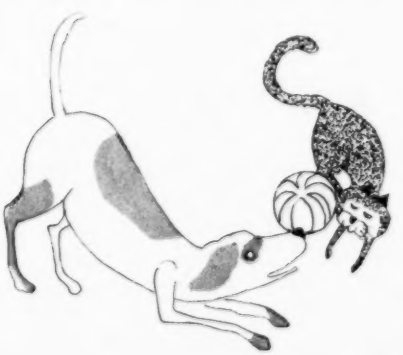
It seemed to me that the Spanish used in the stories was a little more common to the Southwest than the Spanish found in other Spanish basal readers with which I am familiar. For instance, one story is entitled "Mis Amigos del Barrio."

The workbooks contain many exercises to choose from, but I think that children in the first grade need more writing space than is provided. It is also my opinion that children in the first grade need a lot of practice in reading Spanish letter combinations (i.e., ma-me-mi-mo-mu-mama-me-mima). The series does not provide for that kind of practice, although the presentation of the phonics seems to be much the same as found in other basal readers.

Digestibility

I found the books to be more digestible than other Spanish readers that I have seen or used. I myself would want them in a classroom to use with first- and second-graders.

Level 1 of the Santillana Bilingual Series Programa de Lengua Española was produced in 1972 by the Santillana Publishing Company, 575 Lexington Avenue, New York, New York 10022. Its prices are as follows: teacher guide, $9.50; Mira, $1.50; Mira y Lee, $2.95; Lee y Trabaja, $3.95; Trabaja y Aprende, $3.95; 3 workbooks, $2.25 each.



Elementary Art In The Push-Button Era

By Viola E. Varela

If you live in this world and you enjoy the beauty around you, what would you like to say about it? Could you use pictures, color, paints, collage, etc.? How do you express yourself in order to communicate? If you can accomplish this, then you know the difference between seeing to that of just identifying.

How do we pass on this beautiful knowledge of seeing to children? This is the challenge we are faced with every day. Many times we look, but we don't see. To bring the true art into our classrooms is truly a challenge, for today we are faced with the push-button era and do-it-yourself kits.

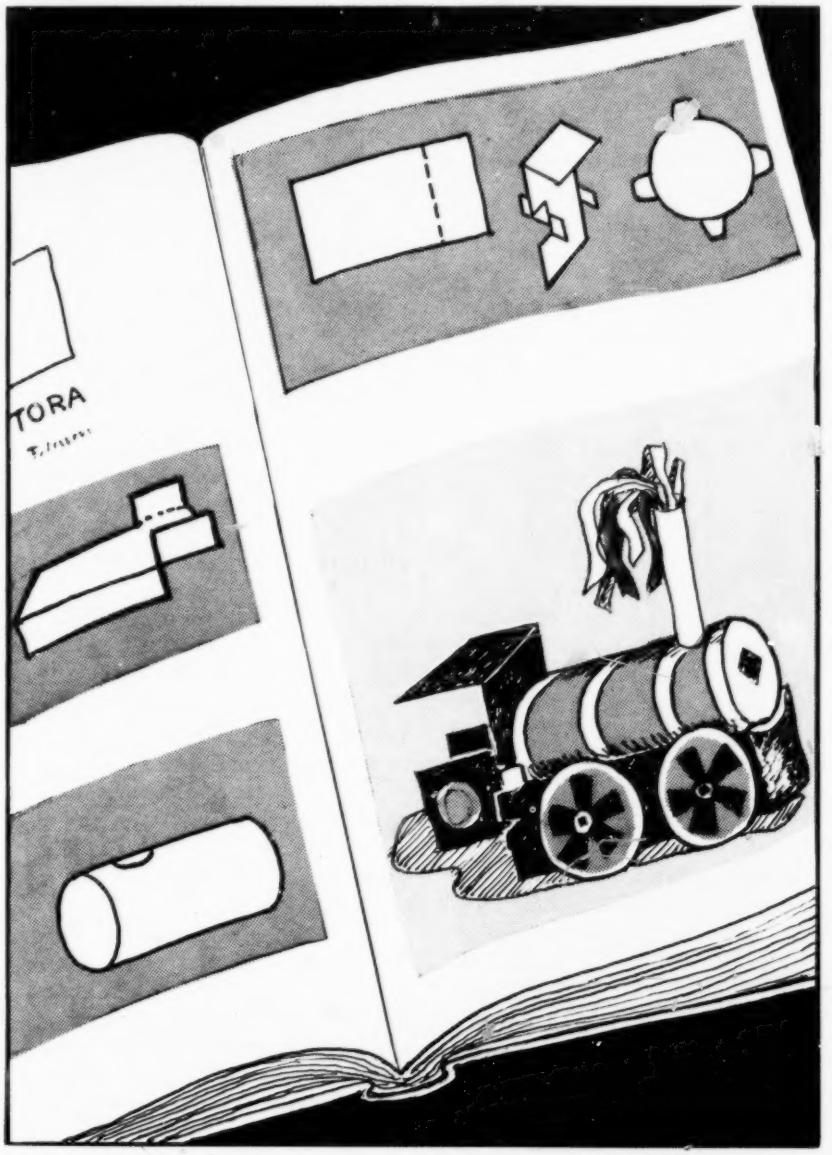
What Can We Do?

What can we as classroom teachers do about it? Well, if you like to feel the wind, walk barefoot in the grass, build a snowman, cut paper, splash in puddles, then you are close to art.

Finding a good art source to help us in our classroom is not easy, because some of us do not know what to look for. I have had the opportunity to review some beautiful art books. Most of them are very good. None contains what I consider a complete art program for the elementary grades. I believe that children should be given the opportunity to learn to use the raw materials around them. Most art books do not include this as the most wonderful aspect of art. The majority of teachers are not artists and do not have first-hand knowledge of how to use these raw materials, but with good direction or art sources they can learn and pass on this knowledge to children very easily.

Good Source

The art series Manualidades (Salamanca: Anaya, 1971; 24 vols., approx. $1.10 ea.) is a very good source for crafts for classroom children. It contains beautiful illustrations and easy-to-follow instructions in each unit. These should



provide a very good art program if the book for each particular grade is followed throughout the elementary grades. Anaya also has separate books for each particular craft. Each book contains its own materials for each lesson. I would prefer that the children make their own rather than work with ready-made materials.

El Pequeño Artista (Cali: Norma, 1970; 4 vols., $1.50-1.85) by Gonzalo Hernández V. gives a child the chance to observe, learn, and then "do his own thing." Starting from the first grade, these books contain every art aspect considered in a child's world. I particularly liked these books because they not only contain lessons in the fine arts and crafts, but they also incorporate other subjects such as science, which gives the lesson a dual purpose. Children learn best when they are enjoying what they are doing.

Supplementary Set

For a beautiful collection of art books to keep as a supplement to any art program I would most certainly choose El Trebol de Papel (Madrid: Santillana, 1969; 5 vols., $8.00 ea.). Each book has one type of art lesson, such as paper creations. This book contains everything that can be created with paper. They have beautiful illustrations, durable hardback covers, and well-written directions in each lesson. They certainly provide the teacher and pupils with a rich supply of art ideas for any subject, art centers/centers, gifts, etc. These books may also be used for preschoolers, as they have lessons for children from four years of age to 14 years.

So, teachers, what do you want your pupils' world to mean to them? Choose wisely, and you will find that free expression is one of the most beautiful challenges of everyday life, and children express themselves naturally. Why should we take it away by giving them kits or store-bought materials? Let's give them the chance to create.

Let's give them the chance to create.

GAMES PUPILS PLAY (AND TEACHERS TOO)

By María H. García

Printed on the instructions of games from every country of the world are the words "easy enough for a four-year-old." Every parent on Christmas morning knows games may be easy enough for four-year-olds, but they're never easy enough for parents. For teachers, in case they're not lucky enough to be parents, the educational game was invented. Like a parent watching his child build an erector set on Christmas morning while he reads the instructions, the teacher can stand in front of the classroom and explain the rules of the game she does not understand, while the students proceed to play the game with little or no problems.

The following games offer some degree of frustration to teachers, along with various degrees of fun to children. So that this article will not frustrate anyone, I will start with a game that is easy enough for four-year-olds, parents, and teachers. Loto de Asociación (Spain: Sallent Hermanos, n.d.; $4.95) is easy enough for four-year-olds or even three-year-olds. This game is matching pictures to the identical pictures on the individual gameboard. Up to six children can play, and it would be very beneficial to the preschool child. The game pictures offer a variety of subjects, such as farm animals, vegetables, and household objects.

Matching Objects

Loto de Parejas (Spain: Sallent Hermanos, n.d.; $4.95) is matching objects that go together, such as a chicken and an egg. This game is good for children in first through third grade. There are six game cards with six pictures on each card. The pictures offer the student the opportunity to associate various things and experiences as belonging to one another. There is a picture of a funny fat man in a blue uniform who looks like a doorman holding a water hose. It turns out to go with a picture of a burning house. This is determined

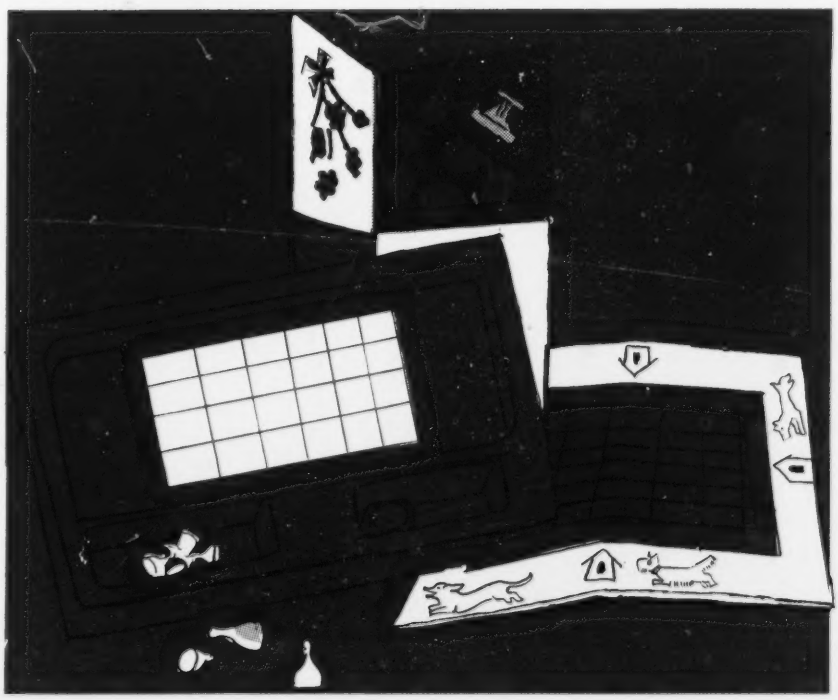
There is a variety . . .

by the background. The background color of each picture matches the background color of the picture on the game card. The pictures are very colorful and should be enjoyable in every primary classroom.

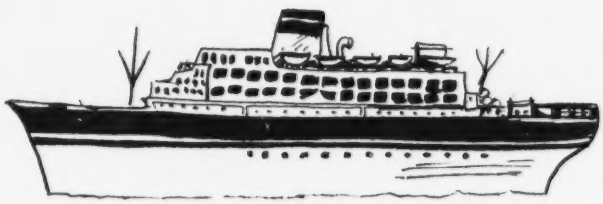
Loto de las Horas (Spain: Sallent Hermanos, n.d.; $4.95) is definitely the most difficult of the three loto games and cannot be played until the child can read Roman numerals. The game has six gamecards and 12 clocks on each card. The clocks have Roman numerals, Arabic numerals, and dots that are used to represent numbers. A degree of familiarity with the clock is needed. The child matches the card clock with the clock found on his/her gameboard. This game is good for intermediate elementary, especially third and fourth grade. If purchase of all three games is possible, they would offer a game for kindergarten and preschool, lower primary, and intermediate elementary for less than 20 dollars.

Disney Diversity

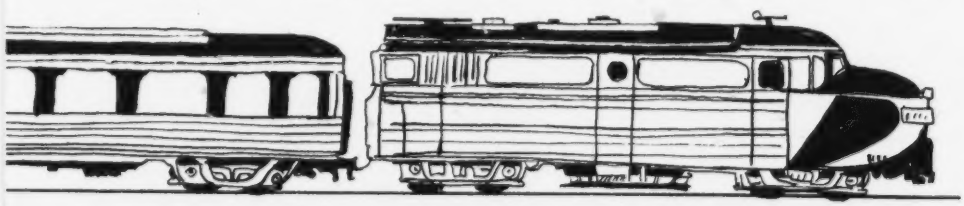
To offer variety to the classroom Walt Disney has 20 Juegos Linea Walt Disney (México: Fotorama de México, n.d.; $3.75). Although this game cannot be listed as educational according to the criteria usually given to educational games, it offers a minimum of frustration to adults and a maximum of pleasure to children. Children should be at least six or seven years old and able to count the numbers found on a dice or read simple instructions such as "Avance tres espacios," or "Regresa tres espacios." There is a variety (20) of games. This would be ideal for a game corner or a rainy day activity. There is a game in this book for first through sixth grade. The characters in these games are the old familiar Walt Disney friends enjoyed by children of all ages.



Social studies games are often difficult to find.



To answer the preschool teacher's dream Spain has sent us Colorama (Spain; Sallent Hermanos, n.d.; $6.50). This box of games offers four, "Reglas de las Flores," "Juego de los Pájaros," "Juego de Jardín," and "Juego de la Salchicha." Space allows only for discussion of two. "Juego de los Pájaros" may be played by up to eight children. There is a dice with colored squares instead of dots. The child moves his marker to the designated space represented by the color. The purpose is to reach the nest in the middle of the gameboard. The second game, "Juego del Jardín," is more complicated. The child moves around the gameboard by the color on the dice unless white turns up. If white shows up, the player draws a card and moves to the square designated by the picture on the card. For example, if the card has a picture of a bird, the player moves to the square with the picture of the bird. Colorama is a must in a preschool class. Again, the frustration level for teachers is at a minimum, and the enjoyment level for the student will be at a maximum.



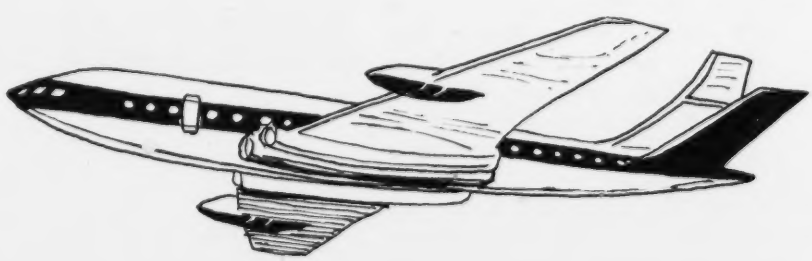
World As Gameboard

Social studies games are often difficult to find. La Vuelta al Mundo (Spain: Sallent Hermanos, n.d.; $9.50) is not only a social studies game but also an excellent activity for students from sixth grade through junior high. It offers the entire world as your gameboard. The players move along the board, landing in such interesting places as New Orleans, Chihuahua, Montreal, Caracas, and Cairo. Besides all these interesting places the game board is bordered by pictures of Mexico City, Washington, D.C., and Berlin, to name only a few.

At a time when economy is foremost in everyone's mind these games can be said to be very economical. None is over $10.00, with the average price being around $7.50. Unlike the erector set, these games are not an educational or Christmas morning nightmare. They are enjoyable to the student, offer little frustration to the teacher or parent, and, best of all, are an educational asset to any classroom.

. . . these games can be said to be very economical.

They . . . are an educational asset to any classroom.



Field-Testing Favorites

By Helen E. Díaz

MANUALIDADES ANAYA (MADRID: ANAYA, N.D.), $ .75 EA. The activities in these paperback booklets were used for supplemental art center experiences in two Bay Area Bilingual Education League (BABEL) elementary schools in Oakland and San Pablo, California. Although not all of the activities were performed, the two field-testing teachers for grade 1 reported very effective use of the materials and excellent to good response by the students. Physical qualities were considered outstanding.

Teachers remarked, "Directions are in Spanish, but illustrations are easy to follow without depending on language usage. Illustrations are universal and appealing to children of all cultures. Construction materials are included in the booklets."

ABECEDARIO DISNEY (MADRID: SUSAETA, N.D.), $1.95. Seven field-testing teachers responded with evaluations of this ABC reading booklet. Physical qualities were shown as excellent by most of the teachers. One teacher rated the physical qualities as moderate. Better binding was recommended.

Some of the remarks elicited by the evaluation form follow. "Fun book!" "Students like very much the Disney characters, which gave them a feeling of success." "Very colorful and motivating."

The book was suggested for supplemental student use by most of the teachers. One teacher informed us that copies of these booklets were used as part of making a pictionary. The students cut out the pictures and letters and pasted them into their pictionary. This proved helpful for reinforcing alphabet sounds and was very appealing to the children. It was also suggested that the material could be used to introduce dictionary skills. One teacher observed the need for a bigger abecedario with more words for every letter of the alphabet. It was recommended that the words should be related to the Silabario Disney.

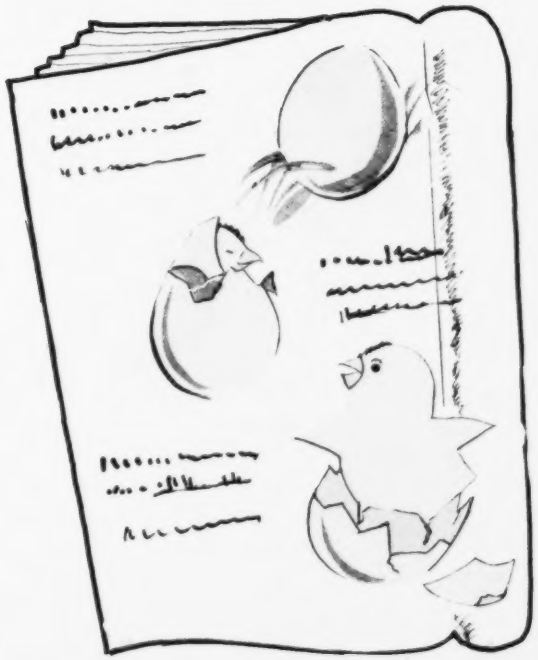
The grade levels of the field-testing classes extended from K-4. The California schools included Radcliff in Watsonville, Franklin and Jefferson in Berkeley, Lazear in Oakland, and General Pershing in Daly City.

SILABARIO DISNEY (MADRID: SUSAETA, N.D.) BY EVERARDO ZAPATA SANTILLANA ($1.95). Seven California teachers, three from Watsonville, three from Berkeley, and one from Daly City, field-tested Silabario Disney in their classes, which ranged from K-4. As with Abecedario Disney, physical attractiveness was rated high. However, the paperback cover was a factor in some teachers' rating its durability a little lower.

The recommended use of the material varied from basic text to supplemental usage. Teachers reported that students should have some knowledge of the Spanish language--at least be able to speak the language--in order to use the book. Most teachers were able to utilize most or all of the exercises and rated the material as "very effective use" for overall evaluation. Two teachers rated the material as average and found that the students had difficulty in understanding and responding favorably to the lessons. Other evaluations showed high student response to the material.

Teachers were quoted as follows. "Makes learning more enjoyable!" "Using

"Makes learning more enjoyable."



Disney characters-too trite." "Need more pictures for vocabulary development." "One page not sufficient for syllables." "Can be used for supplemental works and reinforcement once child has picked up reading techniques." "I think the book is excellent for the teaching of reading with the phonetic approach." "Children enjoy these books very much." "More purchase of these booklets recommended." "Colorful and helpful to introduce sounds." "The students accomplished successful reading of the books with relative ease." "I liked the book very much, and it is very effective for the learning of basic sounds, especially if used by a tutor."

COLECCION BUENAS NOCHES (BARCELONA: SUSAETA, N.D.), $ .45 EA. These storytelling books were field tested in K-1 classrooms at Woodrow Wilson in Daly City and Jefferson in Berkeley, California. Physical qualities were rated outstanding, though the paperback cover was noted.

The children in the field-testing classes encountered some difficulty with the high-level vocabulary, and it was necessary to translate the material to some groups of combined English- and Spanish-speaking children. Student reaction was very favorable to the lessons and the colorful illustrations. Stories were read to the children. These books are recommended for K-3 levels.

ARDILLA I, METODO DE LECTURA (BARCELONA: TEIDE, N.D.) BY A. GARRIGA ($1.95). Four teachers at Radcliff School, Watsonville, California, evaluated Ardilla I in respect to their first- through third-grade language arts classes.

Organization of information, use of illustrations, and attractiveness to students were reported to be very effective to moderately effective. Print and use of color were rated high. Three teachers were concerned with durability of paperback cover. Student reaction to the material was shown as excellent to average.

Recommended use of the book varied from basic text to supplement to basic text to reference and for use by either teacher or students. All of the teachers indicated that the reader of Ardilla should have moderate knowledge of the language used in the text. One teacher was able to use all of the lessons for instructional purposes, two reported about half, and one showed none. Overall evaluation was given by one teacher as very effective, by two as moderately effective, and by one as not effective.

Comments received from the field-testing teachers are as follows. "I used this book as a reader for two Spanish speakers while they were working on individual programs for part of the day." "Great aid!" "Adapt some of the vocabulary for local usage." "The text would probably be better suited to a group of students in Spain since the idiomatic structure of the Spanish is that used in Spain."

Vocabulary cards accompany the text.

Print and use of color were rated high.

Field-Testing Favorites

Sample Lesson On Mayan Culture

By María Elena Ybarra and Carmen Gonzáles

MATERIALS-Láminas Culturales: Los Mayas (México: RAF, n.d.; $4.75)

PURPOSE OF LESSON-to develop understanding of the ancient Mayan culture and to compare it with modern Mexican American culture

PERFORMANCE OBJECTIVES

Process-At the end of the four-week unit on new views of cultures 80% of the fifth-grade students will successfully complete 80% of the criterion measure on the Mayan culture.

Product-Eighty percent of the students will demonstrate a significant awareness of similarities and differences of the ancient Mayas and the modern descendants of the Mayas.

Description of Lesson and Presentation-This lesson is part of the development of Mexico's cultural heritage. A color 11-minute film entitled The Mayas was used to introduce the unit and provide motivation. A discussion followed, and the students listed words describing the Mayas. A list of six of the best descriptive words were placed on cards. A bulletin board using the RAF chart of the Mayas was made. The cards describing the Mayas were placed around the RAF chart. As the unit progressed and more was learned about the Mayas, the cards describing them were increased. These descriptive words were taken off the bulletin board, and statements about the Mayas were written on 3" X 18" pieces of tag. These were then arranged with the RAF chart to accompany student pictures.

Activities-Word cards, statements about the Mayas on 3" X 18" cards, pictures (crayon), stories about Mayan culture that impressed them, a combined booklet of all the student pictures (after these were taken off the bulletin board) accompanied by their stories (These stories were written in the language the child preferred.)

Relationship of Lesson to Unit or Course of Study-The lesson was related to the unit in the fifth-grade social science text on "The Social Science Concepts and Values."

MATERIALS DEVELOPED AS RESULT OF LESSON PRESENTATION-recordings (children reciting poems); poem by Gloria Rodríguez, "The Majestic Pyramids"

MATERIALS USED BY TEACHER-Láminas Culturales: Los Mayas; 11-minute colored film, The Mayas; story, "They Lived Like This-The Ancient Mayas"

MATERIALS USED BY STUDENTS-Mexico's Indian Heritage; sound filmstrip stories by Dolch entitled "Stories from Mexico" and "Among the Mayan Ruins" by Sutton

USAGE OF MATERIALS-period of use, 20 minutes a day for three weeks; basic or supplementary use, supplementary; subject area, social studies

STUDENTS USING MATERIALS-grade level, fifth grade; number involved in lesson activity (grouping), six; type of classroom or learning area used, self-contained; socioeconomic level, low; ethnic and language background, Mexican American, Spanish; growth in subject area, social studies

STUDENT REACTIONS TO MATERIALS-Children were impressed with quality of materials and the beautiful and colorful charts.

TEACHER OBSERVATIONS AND COMMENTS-The teacher is impressed VERY MUCH.

SUGGESTED POSSIBILITIES FOR FURTHER UTILIZATION OF MATERIALS-Similar pictures in book form could be created to be used by the students.

Field-Testing Favorites

Using RAF Charts In Science And Reading

By Josephine G. Concha

ED. NOTE: Bilingual teacher aides have contributed significantly to the bilingual instructional program of Project BUENO, Lassalette School, La Puente, California. The following article by a teacher aide is a sample science and language lesson plan in which charts on birds were used.

PURPOSE OF THE LESSON-to develop oral language experiences in Spanish

PERFORMANCE OBJECTIVE-At the end of a two-week study on birds the students will name five out of eight different kinds of birds and discuss at least three characteristics of each bird.

DESCRIPTION OF LESSON

Motivation-Students were shown a hummingbird feeder to introduce unit and elicit personal experiences.

Lesson-The RAF bird chart was placed on a bulletin board the following day, and a study of individual birds followed.

I taught the song:

Pajarito, pajarito,
Pajarito barranqueño.
Qué bonitos ojos tienes,
Lástima que tengan dueño.

I taught the poem:

Pajarito, pajarito,
Que cantes en tu nidito.
¿Porqué cantas pajarito?
Porqué canto muy bonito.

Follow-up-We played game "Estoy Pensando." The children gave as many clues as possible. The group tried to guess the name of the bird.

We made bird houses or bird mobiles during art lessons. We also made a booklet with the children's bird pictures and original stories.

MATERIALS USED BY STUDENTS-chart, game, flash cards, art materials

RELATIONSHIP OF LESSON TO UNIT-related to science unit in Concepts in Science, Book One

Lesson activities centered around groups of six to 10 children in a self-contained first-grade classroom. The children were of Mexican American Spanish-speaking background and came from a low socioeconomic level. Growth in English language proficiency as a result of bilingual instruction was rated good, and growth in the subject area was shown as adequate for the children.

Students reacted in the following ways: to materials-"Oh, the pictures are cute"; to use in the classroom-"The children listened to the stories. When parents came to visit, the children talked to them about the bird pictures"; to outcome of lesson-"Most were very happy because they could sing a bird song and recite a poem."

Teacher aide's reactions were as follows: "The chart is very colorful. Excellent reproductions of birds. Children like to copy pictures as examples. Used as reference."

It was suggested that two charts be utilized, one as stated above and the other to cut up. There are games such as "Carreras" which children could play and could use for vocabulary development.

Similar lessons were developed for other RAF charts on flowers, vegetables, and fruits. These 18" X 27" charts of RAF of México may be ordered through the various U.S. distributors. Each one is priced at $ .85.

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